

divided into three groups: 1) assessment of specific skills, 2) student and faculty evaluation of non-specific goals, 3) peer assessment of program design and management.

Committee Responsibilities (See Appendix A)

The Institutional Effectiveness Committee will be responsible for coordinating all general education assessment activities, including collecting IE reports from academic departments and preparing a summary report of assessments of general education goals.

The University's Academic Affairs Committee will be responsible for evaluating the summary report provided by the Institutional Effectiveness Committee and determining whether the goals of the General Education Program are met. If the Academic Affairs Committee decides that a goal or goals are not met, then it refers these concerns to the appropriate school or department for response or action.

Assessment of Specific Skills

The assessment of skills specifically tied to the general education goals approved by the faculty in December 1995 will be completed through a series of activities coordinated by the various individual academic departments or programs. This facet of the program will be entirely under the control of the academic disciplines. The assessment of these skills will be included in either a separate institutional effectiveness report or be distinctly incorporated in a discipline's current institutional effectiveness report. For example, the Department of English assessment of competence in written English is already a yearly part of the department's annual institutional effectiveness report. While the basic method used for each assessment activity will be subject to review by the Institutional Effectiveness Committee and reported to the Academic Affairs Committee, control of the details used to assess a specific skill goal resides with the departments. Details of procedures will be included in the report given to the Institutional Effectiveness Committee by the departments. Data from each assessment will be reported for decisive evaluation by the departments and the Academic Affairs Committee.

1) *English Composition Portfolio Evaluation.* Department of English, Modern Languages and Philosophy.

Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively

Goal 2: The ability to read and listen with understanding and comprehension

Goal 3: The ability to locate, organize, document, present, and use information and ideas

2) *Public Speaking Evaluation.* Department of Mass Communications.

Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively

Goal 2: The ability to read and listen with understanding and comprehension

3) *Mathematical Skills Evaluation*. Department of Mathematics.

Goal 6: An understanding of fundamental mathematical principles and the skills to apply them

4) *Computer Competency Evaluation*. School of Business.

Goal 7: The ability to use computers for acquiring, processing, and analyzing information

5) *Scientific Reasoning Evaluation*. Biology, Chemistry, Physics, Psychology.

Goal 8: An understanding of the natural world and the ability to apply scientific principles to reach conclusions

Goal 11: The ability to reason logically and think critically in order to improve problem solving skills and the ability to make informed and responsible choices

Student/Faculty Evaluations of Goal Attainment (See Appendix B)

Because several of the general education goals do not lend themselves to skills-based or outcomes-based assessment, and because the hasty implementation of such assessment procedures could eventually weaken the general education program, the Committee recommends that surveys be used to supplement the assessment of generalized goals. More specifically, the proposed surveys will measure how well the general education program prepares students for upper-division course work. The surveys will be distributed each semester to graduating seniors and to faculty members who teach upper-level courses. Students and faculty will be asked to rate the adequacy of education in each of the following goals:

Goal 4: An understanding of the cultural heritages of the United States and a knowledge of the language or literature of another country

Goal 5: An understanding of artistic processes and products

Goal 7: The ability to use computers for acquiring, processing, and analyzing information

Goal 9: An understanding of the diverse influences which have shaped the development of civilization and which affect individual and collective human behavior

Goal 10: An understanding of the governing structures and operations of the United States including rights and responsibilities of its citizens

Goal 11: The ability to reason logically and think critically in order to improve problem solving skills and the ability to make informed and responsible choice

The surveys to assess student achievement in these areas are attached as Appendix B. The Institutional Effectiveness Committee will prepare a summary of these evaluations to be included in the yearly report to the Academic Affairs Committee.

Peer Assessment of Program Design and Management

The Institutional Effectiveness Committee, in consultation with the Provost, will coordinate periodic reviews of the General Education Program by assembling a team of evaluators from institutions comparable to FMU, which will review the design and management of the General Education Program. These evaluators will offer a narrative summary of the strengths and weaknesses they find in the program. This summary will be included in the yearly report to the Academic Affairs Committee.